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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects help students in developing the planning, problem-solving, communicating, monitoring, and estimating skills necessary to plan routes. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

ED265308

How do I get there?

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ESF

CORE SKILLS PROJECT

YTS

OTF No: 1

PROJECT No: W|1

TYPE Individual

The Further Education Staff College

Coombe Lodge, Blagdon, Bristol, BS18 6RG ✆0761-62503

ISBN 0-948361-00-X

ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

THE WORKPLACE

West Glamorgan County Library Headquarters gives trainees the opportunity to visit centres which serve people whose mobility is restricted. As the purpose of these visits is to change the book stock, this area of library work has not been regarded as part of the planned work experience for trainees in OTF 1. It was agreed with the supervisor that this was a useful learning opportunity to which a project would give structure.

The operation of changing stock may be divided into four main tasks: preparing the route, selecting, recording and issuing the stock. As the ability to prepare an itinerary is relevant to clerical employment and personal life, the project has been based on planning the route. The training offered by this placement is thus extended and the situation utilised to develop core skills.

LEARNING BY DOING

The project gives trainees the opportunity to be in charge of their own learning with the supervisor and off-the-job tutor giving the support within which the learning takes place.

1. The trainees are able to have the experience of a visit before being actively involved in planning one.

2. The trainees are able to take responsibility for the task without the results creating serious difficulties for colleagues.

3. The trainees are in a position which allows mistakes to be made, but the monitoring should ensure positive learning from them, during the implementation of the itinerary.

4. The trainees are able to see a whole task through from the "finding-out", and the carring out, to the evaluation of the itinerary.

5. The making of the decision when to seek help clearly rests with the trainees.

WORLD OF WORK AND PERSONAL EFFECTIVENESS

Throughout the project the individual trainee is required to negotiate with other people in order to achieve the stated PURPOSES. The success, or otherwise, of the task hinges on this. The trainee is also being encouraged to make a contribution to the efficiency of the organisation through experimental use of a simple questionnaire.

TIMING OF INTRODUCTION TO TRAINING PROGRAMME

The trainee will need to have gained over-all familiarity with the placement before attempting the project, thereafter the project could be introduced at any point within the training programme.

ASSESSMENT

Each section of the project is followed by a review of the activities. A variety of assessment strategies are used which include self-assessment as well as participation in the final recording of progress achieved. A Task to Standard is also included.

The assessment may be used for diagnostic purposes: to find out what the trainee can do and where the trainee needs further help.

ADAPTATION

Many organisations, or personnel within an organisation, will require routes to be planned on some occasion. Minor adaptations of this project should make it possible for the trainee to use the skills of planning, finding out, estimating, monitoring and working with other people to provide information appropriate to the occupational demands.

The project has been constructed so that the questionnaire to find out more about customers and clients could be omitted if it were inappropriate to a placement. A questionnaire could be devised, however, for the trainee to have information on the implementation of an itinerary if it were not possible for the trainee to make the journey.

SUMMARY

The project is based on planning a route thus making demands on planning and estimating skills, though the task cannot be completed without the employment of communication, problem-solving and monitoring skills. The trainee is asked to device and use a questionnaire in order to find out more about the needs of people who use the library service. Finally, the trainee is asked to provide a tested itinerary and to provide a report on the findings of the questionnaire. This project may be carried out on-the-job under the guidance of the supervisor with the support of off-the-job tutor.

SUPERVISOR'S NOTES

1. It is important in setting any task that the trainee knows why the task has to be undertaken. The task should be real and its completion should benefit both the trainee and the organisation. If an itinerary is already in existence, please do not reveal this to the trainee until you and the trainee are evaluating the completed work. The trainee is being given the opportunity to review the existing itinerary.

2. Please make sure that the trainee reads the whole project through before starting on the Action Plan. This is necessary to help the trainee to decide what help is needed and to make the arrangements to obtain the help.

3. Whenever possible the technique of guiding the trainee by asking questions, instead of providing straight answers, should be used.

4. You are in the best position to decide when this must be balanced by the trainee having the opportunity to extract information from explanations.

5. **ACTION PLAN — PART 1**: Within the project, activities are included which should give the trainee the background information about the nature of the files and the methods of filing, e.g. "follow-up" files, geographical, subject filing and so on. You may wish to extend these activities.

6. **ACTION PLAN — PART 2**: The time that the trainee spends with the driver is used, in part, for work-related and core skill development. Feedback from the driver to you is part of the informal assessment, perhaps you would mention this to him/her beforehand.

7. **ACTION PLAN — PART 4**: The route, that the trainee plans, should be unfamiliar to the trainee so that there is real benefit from the map-reading activity.

8. **ACTION PLAN — PART 5**: Please allow the trainee to take responsibility for the negotiating of the visits in order to develop appropriate communication skills. The trainee may need to obtain permission from the service point to carry out the questionnaire. This is not indicated in the Action Plan.

9. Checking and re-drafting are important clerical skills, but often reluctantly employed. Monitoring and willingness to amend the itinerary encourage self-assessment and objectivity.

   Please make sure that the trainee not only records discrepancies but understands the causes of them.

10. **TRAINEE REVIEW**: This work would be of more value if it were not a "one-off". Opportunity needs to be provided to consolidate the learning that has taken place. Perhaps the trainee could plan a route for a member of staff who is visiting a conference. This would call for additional enabling skills such as reading bus/train/airway timetables. Through such activities you will be aiding the development of the ability to transfer skills.

    A record of progress sheet and a Task to Standard Form are included to help you and the trainee assess CORE SKILL achievement.

OFF-THE-JOB-TUTORS NOTES

1 There are two main tasks within the project, PLANNING THE ROUTE, and PREPARING AND CARRYING OUT A SMALL SURVEY.

Each of these tasks has areas where the trainee may encounter difficulty and it is recommended that your guidance is sought beforehand, instead of uncertainty becoming a stumbling block to the satisfactory completion of the tasks.

2 PLANNING A ROUTE necessitates map reading and the working out of numerical information in order to estimate time and distance. The trainee may require help in:

i) Using street guides, gazetteers and maps.
ii) Understanding scale.
iii) Interpreting information.
iv) Working out distance.
v) Estimating the time necessary to cover the distance.

3 PREPARING AND CARRYING OUT A SMALL SURVEY is initially performed by the trainee with the minimum of guidance given on how to prepare a questionnaire. This stage has been included to provide experiential learning so that, at a later stage, the trainee has a framework into which more precise techniques of preparing and carrying out a survey may be placed. Your help is requested to help the trainee acquire these techniques.

4 You may also wish to use the project for:

i) Developing planning skills by the use of such strategies as brain-storming, spray diagrams, flow charts, check-lists and so on.

ii) Presenting information in different formats so that the trainee may evaluate their effectiveness in conveying information according to the purposes.

iii) Discussing in what clerical jobs the ability to plan itineraries would be an important asset, e.g. travel agencies, delivery service, ambulance service ...

iv) Interpreting time-tables.

or you wish to move into broader areas such as:

v) Planning a holiday.

vi) How we, as a society, help people who have some form of handicap.

Names

TRAINEE .....

SUPERVISOR .....

TUTOR .....

Times

Please fill in the table below to show the time you spent on this work-based project. The first column has been filled in as an example.

DATE	21/1/83				
START	9.30				
FINISH	12.30				
TIME SPENT	3 hours				

BACKGROUND

If we think about clerical work, we realise that it never exists on its own. The office is there to allow the smooth running of the organisation. The project aims to give you the opportunity to consider why, what and how services are provided and to review the quality of provision. The County Library would like to carry out a survey of the needs of its users. For this reason, a small scale survey of users' needs has been incorporated into the project.

In addition to the CORE SKILLS shown on the PURPOSES page you will have opportunities to acquire:

- product knowledge matched to the broad needs of users;
- practice in recording stock and the noting of exceptions and irregularities;
- practice in the preparation, transportation and return of stock;
- awareness of safety hazards and how we have to account for the work that we do.

SITUATION

The County Library makes regular changes of book stock at such service points as residential homes for the elderly people. Routes have to be planned for these journeys and the stock has to meet the needs of the people who use the service.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievement in the CORE SKILLS identified in the purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transfer to different work situations and to cope with changes in your future life as CORE SKILLS are part of every activity both at work and outside work.

*A Task to Standard is included.

Task	Core skills	
1. Plan, prepare and provide in writing a route for the exchange of library stock at service points.*	PLANNING the order of activities.	9.1
	INTERPRETING NUMERICAL INFORMATION from maps and files.	2.2
	WORKING OUT NUMERICAL INFORMATION.	1.2
	ESTIMATING the time needed for the itinerary.	3.6
	PROVIDING INFORMATION by means of a planned route in written form.	7.3
2. Plan and use a questionnaire in order to find out more about the needs of library users.	PLANNING — how to communicate for a particular purpose.	9.5
	FINDING OUT the needs of customers and clients.	6.8
	PROVIDING INFORMATION as a written report on your findings.	7.3
3. Monitor all activities including: your route, your questionnaire, your arrangements	MONITORING a process or activity.	11.2

ACTION PLAN

PART 1

We hope that you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the Project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. At the end of the booklet there is an assessment form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES. In addition this project includes a Task to Standard which can also be used to record achievement.

Part 1 of the Action Plan helps you to find out about a particular service provided by the library before you start planning and preparing a route for the exchange of book-stock.

1. FIND OUT — from filing systems, what services are provided by your organisation which involve stock change-over on a regular basis:

   (a) What geographical areas are covered?
   (b) What groups of people are visited?
   (c) How often do these stock changes take place?

2. FIND OUT — by asking your supervisor and colleagues, why these services are considered necessary.

3. ASK your supervisor when it would be convenient for you to accompany and observe one of these visits.

and then

4. DISCUSS arrangements and PLAN with section head and with the driver for you to be included on the visit.

PART 2

In this part, you will plan a questionnaire and estimate how many people you will be able to interview during the visit.

1. DISCUSS with your supervisor the preparation of a short questionnaire that you could use while on the visit to find out more about how the library service could best meet the needs of the people that you have planned to visit.

2. You will now have to FIND OUT in what forms the library offers materials, e.g. books, tapes and so on, and list them so that you know what is available.

in order to

3. PLAN your questions so that:

   They will match the people that you are visiting, e.g., deaf people may not like to be asked about audio-tapes, elderly people may need different questions from younger ones.

4. CHECK the accuracy of your wording with your supervisor.

5. PLAN with your supervisor how you should approach and talk to people when you present your questionnaire.

6. Remember this is only a small scale survey to give you practice, but beforehand, you will need to:

   (a) ESTIMATE the time you will have available at each stop.

   (b) ESTIMATE how much time you should allow to talk through the questionnaire with each person you interview.

   then ESTIMATE how many people you will be able to ask in the time available.

7. CHECK all your arrangements.

PART 3

NOW YOU ARE READY FOR THE VISIT.

1. Keep Notes while you are on your visit; they will help you to monitor the success of your visit —

   (a) MONITOR the time each interview took. Did it match your estimate?
   (b) Note whether you had to change your questions to get the answers wanted
   (c) Note what difficulties you had

2. On the conclusion of the visit, discuss with your driver:

   (a) How important time-keeping is on such a visit
   (b) What procedures have to be followed
   (c) What safety hazards you observe
   (d) What sort of problems might occur on any visit
   (e) What difficulties you observed

   Keep Notes: they will help you in Action Plan, Part 4.

3. How did you get on with your questions? Wording questions so that we get the answers we want is difficult. The project has given you the opportunity to have a trial run.

   ASK your off-the-job tutor about any problems that you had and for advice on how to prepare a questionnaire

4. WRITE a short report on your findings for your supervisor.

   ASK your off-the-job tutor for advice on how to present a report, if you have not been asked to do one before

5. Look back at Step 1: Which of the following filing systems did you use to find out about the service provided:—

   (a) Alphabetical — Name
   — Subject
   — Geographical
   (b) Numerical — Decimal
   — Serial No.
   — Chronological

PART 4

You are now going to plan the route for a day's visits, during which you will use your amended questionnaire. Take into consideration the traffic-flow, good use of time and allow for the loading of your stock. Use the notes you made on your first journey to help you.

1. ASK your supervisor for which day you are to prepare an itinerary.

2. PLAN what you will have to find out.

   PLAN from whom, or where, you will find out this information.

   PLAN how you are going to record this information.

3. Make sure that you can INTERPRET a map correctly by asking your off-the-job tutor for help if you need it.

4. DECIDE what scale maps you are going to use.

5. DECIDE what calculations you will have to make and whether you will need help from your off-the-job tutor.

6. PLAN how you are going to present your information to your supervisor using a layout that is quickly and easily understood.

7. PLAN THE ITINERARY, by using a map and estimating the travelling times and duration of stops. You will also need to WORK OUT the approximate mileage to be covered between stops and the total mileage covered.

8. PLAN an alternative route in case you meet unexpected difficulties such as roadworks.

9. DISCUSS your plan with your supervisor and make any necessary amendments.

10. PROVIDE your supervisor with the INFORMATION that you have prepared in written or typewritten form giving the stops, the travelling time and the distances covered.

11. When you are both satisfied, GIVE THE INFORMATION to the member of staff responsible for the day's visits, make arrangements for it to be tried out and for you to talk it through with the driver that you will accompany.

12. CHECK your amended questionnaire.

PART 5

On the day, monitor your itinerary.

1. Note where the written information that you have provided matches what happens, i.e., how well your itinerary works. If your estimate makes you ahead of, or behind schedule, note this also and account for the differences.

2. Use your questionnaire to find out more about library users' needs.

3. Keep Notes on how well your questionnaire works.

4. When you return to base. DISCUSS with your supervisor:

   (a) Any amendments you wish to make in your itinerary.

   (b) A comparison of your written itinerary with the one your organisation usually uses.

   (c) Any suggestions you may have for improving the organisation's itinerary.

   (d) How the information you gathered about the library service could best be used to meet the needs of the people you visited.

TRAINEE REVIEW

1. What other jobs are you able to think of that depend for their success on good scheduling of journeys?

2. In what clerical jobs would the ability to plan itineraries be an important asset?

3. As a result of your involvement in the planning of a day's work, have you any suggestions to make about record-keeping?

4. When you are planning a journey, how do you find out about

   Weather conditions
   Road conditions
   Roadworks, Accidents or other delays
   Train delays
   Flight delays

5. Discuss with your supervisor the possibility of preparing an itinerary for a different journey.

6. Turn to the Record of Achievement Sheet at the back of the booklet. Ask your supervisor and off-the-job tutor to discuss and record your progress. Also make arrangements to be assessed in the Task to Standard.

SUPERVISOR REVIEW

1. Please refer to Supervisor's Notes.

2. Please discuss with the trainee the questions included under Trainee's Review.

3. Please refer to the Record of Achievement Sheet and the Task to Standard Form at the end of this project.

   Discuss and record progress achieved with the trainee, when necessary please indicate further training or practice activities agreed.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT *SEE SEPARATE SHEET FOR TASK TO STANDARD

Work-Based Project Title: HOW DO I GET THERE? ..... Trainee's Name: .....

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1 Plan, prepare and provide in writing a route for the exchange of library stock at service points *	9 1	PLAN the order of activities			
	2 2	INTERPRET NUMERICAL INFORMATION from maps			
	1 2	WORK OUT NUMERICAL INFORMATION in order to			
	3 6	ESTIMATE the time needed for the itinerary			
	7 3	PROVIDE INFORMATION by means of planned route in written form			
2 Plan and use a questionnaire in order to find out more about the needs of library users	9 5	PLAN how to communicate for a particular purpose by designing a questionnaire			
	6 9	FIND OUT the needs of customers and clients			
	7 3	PROVIDE INFORMATION as a written report on your findings			
3 Monitor all activities including your route your questionnaire your arrangements	11 2	MONITOR the activities			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:– Trainee: ..... Supervisor: ..... Tutor: .....